

# 1. Assessment Plan - Three Column



## PIE - Library & Learning Resources: Learning Assistance – Instruction Unit

### Narrative Reporting Year

**2019-20**

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**Summary of Notable Achievements:** In 2019-20, the Learning Assistance Department had several notable achievements. Even with a reduction in full-time instructors, the Developmental Education Study Team (DEST) planned and facilitated the Fall 2019 Inspired Teaching Conference on the Question Formulation Technique providing an in-depth, active learning experience focused on democratizing education by teaching instructors a process to facilitate student inquiry. Over sixty Cross-disciplinary faculty members were in attendance and participated in drafting lessons integrating QFT into their classes. In addition, an Inspired Teaching monthly community of practice was created to support cross-disciplinary faculty in exploring and applying student centered best practices.

On a related note, Sun Ezzell has featured Inspired Teaching as well as ASAC Tutoring episodes and Library episodes on the Magic Mountie Podcast through her work as Professional Learning Academy coordinator.

In collaboration with faculty across campus, Learning Assistance reading faculty designed embedded, contextualized reading support for students in CTE, STEM, arts, and humanities courses accessible through the Canvas Commons. Both Library and reading faculty worked together to create eight faculty videos to support effective reading and research for students in their first year college-level courses. Close-reading videos were created for Horticulture, Respiratory Tech, Welding, Administration of Justice, Anatomy-Physiology, English, Political Science, and Astronomy. Also, reading faculty provided opportunities for faculty professional development by designing and facilitating Academic Literacy for Equity workshops. Throughout the year, faculty from across disciplines participated in workshops designed to help instructors scaffold college reading into their courses. Reading instructors also created and facilitated college reading workshops for students enrolled in STEP to share information on the demands of college reading.

In support of tutor training, Learning Assistance faculty created a repository of tutor training best practices, regulations, and guidelines that is housed in a Canvas course shell. The intent of the repository is to share consistent information on tutor training across centers and maintain high quality tutoring at Mt. SAC. Also, Learning Assistance worked collaboratively with faculty from across disciplines to create a Canvas shell with best practices for integrating academic support resources into course design.

In spring, Learning Assistance transitioned all classes to remote learning as well as line of site supervision for tutors in the ASAC and online synchronous student success workshops. Also in spring, three dual enrollment STDY 100: University-Level Practices for Academic Success were piloted at Village Academy High School in Pomona, Wilson High School in LaPuente, and Santana High School in Rowland Heights. These classes also successfully transitioned to remote learning. Prior to the dual enrollment pilot, STDY 100 was approved as a distance learning class and was also approved for CSU GE Area E Lifelong Learning. Finally, READ 90: Reading College Texts was approved for CSU transfer status.

**Program Planning (Equity, Retention and Success):** 2020-21 includes plans to expand Student Achievement Workshops, continue work on Canvas tutor training modules, increase dual enrollment STDY 100 sections, expand Canvas modules with best practices for integrating academic support resources into course design, and create additional contextualized close-reading videos to support students with the demands of college reading.

Additional marketing and promotion of ASAC and Learning Assistance resources is planned. Posters, student Canvassador videos, and flyers are needed.

Also, funding for fall and spring noncredit tutor training courses will be needed to facilitate consistent, high quality tutoring across campus.

**External and Internal Conditions Analysis:** Budget cuts will impact funding for offering tutor training courses in fall and spring. AB 705 multiple measure placement continues to impact enrollment into Learning Assistance courses and delayed analysis of meaningful student success data resulting from changes in placement impacts faculty scheduling and course offerings. Counseling referrals to LERN/READ courses are inconsistent depending on individual counselors and impact course enrollment numbers and student perceptions of Learning Assistance courses.

The COVID-19 pandemic is reducing the number of students enrolled for those who do not wish to participate (or are unable to participate) in online learning. Online learning modality impacts teaching and learning. Additional funds are needed to continue training faculty for distance learning. State budget reductions impact tutoring and as a result, tutoring hours will be limited. For students and instructors who lack reliable internet connections or computer hardware, instruction and learning is negatively impacted. It is also challenging for students and instructors to work from home due to a lack of quiet work space without interruptions. Many students and instructors are also experiencing emotional distress over health and well-being of family and friends. And for students and instructors who lack of experience navigating Canvas, there is a steep learning curve.

**Critical Decisions Made by Unit:** All Spring 2020 and Summer 2020 classes were transitioned to distance learning due to COVID-19 pandemic

All Learning Assistance classroom computer sets were loaned out to Mt. SAC students (and faculty/staff) to work remotely. When classes resume face-to-face, students will need access to laptops in class.

**Contributors to the Report:** Sun Ezzell, Barbara Gonzales, Martha Hall, Jannie Ma, and Dianne Rowley

| <i>Unit Goals</i>   | <i>Resources Needed</i>  | <i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i> |
|---|--|--|
| <b>Outcomes Alignment, Curriculum Development, and Resources</b> - Align department SLOs, AUOs, and SAs to future department planning and resource allocation; align CORs to SLO process to ensure currency of curriculum. (Instruction Goal I-8)<br><b>Status:</b> Active<br><b>Goal Year(s):</b> 2016-17, 2017-18, 2018-19, 2019-20, 2020-21<br><b>Date Goal Entered (Optional):</b> 09/01/2016 | <b>Request - Full Funding Requested - 3</b><br>Wireless webcams<br><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b><br>Wireless webcams can be used to project student collaborative activities and in-class group work on overhead projector. These can also be used to create online content.<br><b>*Lead:</b> Dianne Rowley<br><b>What would success look like and how would you measure it?:</b><br>Improved learning outcomes resulting from students engaged in collaborative, hands-on project based activities and assessments.<br><b>Type of Request:</b> INSTRUCTIONAL EQUIPMENT: Equipment, library material, or technology for classroom |  |

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|   | <p>instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.</p> <p><b>Planning Unit Priority:</b> Urgent</p> <p><b>One-Time Funding Requested (if applicable):</b> 300</p> <p><b>On-Going Funding Requested (if applicable):</b> 0</p> <p><b>Total Funding Requested:</b> 300</p> <p><b>Related Documents:</b></p> <p><a href="#">Webcam.pdf</a></p> |   |
| <p><b>Outreach and Marketing: Learning Assistance Presentations and DE Approaches</b> - Involve LAC faculty and students in campus presentations and events that reflect explicit integration of Developmental Education (DE) approaches (Flex Day, New Faculty Seminar, retreats, POD workshops, community of practice, etc.). Increase campus knowledge of Learning Assistance courses and focus on targeted outreach to increase support of students who may need additional support to be successful in transfer-level coursework.</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2017-18, 2018-19, 2019-20, 2020-21</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p> |  |   |
| <p><b>Data Driven Decision-Making</b> - Use data on student performance and needs to strengthen our curriculum, understand who our students are, understand impacts on our students, and illuminate areas of additional</p>   | <p><b>In Progress</b> - Market Learning Assistance courses to students and faculty.</p> <p><b>*Lead:</b> Dianne Rowley</p> <p><b>What would success look like and how would you measure it?:</b> Increase</p>  |   |

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| <p>need in regards to faculty hiring. (Instruction Goal I-11)</p> <p><b>Status:</b> Active</p> <p><b>Goal Year(s):</b> 2017-18, 2018-19, 2019-20, 2020-21</p> <p><b>Date Goal Entered (Optional):</b> 09/01/2016</p> | <p>awareness of LERN, READ, and STDY courses as underprepared students are placed into transfer level courses.</p> <p>Students who failed or dropped ENGL 1A or MATH 70 will receive information about LAC academic support services and late start classes.</p> <p><b>Type of Request:</b> MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>One-Time Funding Requested (if applicable):</b> 1500</p> <p><b>Request - No Funding Requested -</b> Integrate use of the Academic Support and Achievement Center tutors and services to increase persistence in Learning Assistance courses and successful completion of course outcomes.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> Facilitate professional development for faculty members to support integration of ASAC resources into curriculum. Provide training to ASAC tutors to facilitate positive, supportive tutor-student interactions.</p> <p><b>*Lead:</b> Dianne Rowley</p> <p><b>What would success look like and how would you measure it?:</b> Increased utilization of ASAC by students enrolled in Learning Assistance courses.</p> <p><b>Type of Request:</b> PROFESSIONAL &amp; ORGANIZATION DEVELOPMENT</p> | <p><b>Reporting Year:</b> 2016-17</p> <p><b>% Completed:</b> 25</p> <p>Learning Assistance Lab Instructors are creating DLA activities to support student learning outcomes in math, writing, and reading. DLAs will be completed in the Learning Assistance Resource Center and will reinforce academic concepts as well as affective issues. (07/05/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">LALI DLA Topics for Writing.pdf</a></p> <p><a href="#">LALI DLA Topics for MATH.pdf</a></p> <p><a href="#">LALI DLA Topics for READ.pdf</a></p> <p><a href="#">LARC Student Achievement Workshops Winter 2018 survey results.pdf</a></p> |

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|            | <p>(POD): Requests that provide professional learning opportunities for Mt. SAC employees.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>One-Time Funding Requested (if applicable):</b> 0</p> <p><b>On-Going Funding Requested (if applicable):</b> 0</p> <p><b>Total Funding Requested:</b> 0</p> <p><b>Related Documents:</b></p> <p><a href="#">Student Evaluation Summary for COR Analysis.docx</a></p> <p><b>Request - No Funding Requested -</b></p> <p>Data on non-traditional learners' retention and success rates</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b></p> <p>When students are not successful in transfer-level coursework, what happens? Where do they go? Do students who were poorly prepared for college level work by school districts that lacked adequate resources, and who self-place into LERN/READ/STDY courses, persist at equal or higher rates than those who initially take transfer-level courses?</p> <p><b>*Lead:</b> Dianne Rowley</p> <p><b>What would success look like and how would you measure it?:</b></p> <p>Students who are highly unlikely to be successful in transfer-level courses are referred to academic support services and Learning Assistance classes to improve persistence.</p> <p><b>Type of Request:</b> RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).</p> |   |

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|   | <b>Planning Unit Priority:</b> Medium<br><b>One-Time Funding Requested (if applicable):</b> 0<br><b>On-Going Funding Requested (if applicable):</b> 0<br><b>Total Funding Requested:</b> 0<br><b>Related Documents:</b><br><a href="#">AQ Phase2 summary data updates 20200622.pdf</a>   |   |
| <b>Professional Development -</b><br>Participate in professional development opportunities that promote continuous improvement of instructional techniques, equity, a supportive learning environment, and knowledge of current best practices for the field. (Instruction Goal 10)<br><b>Status:</b> Active<br><b>Goal Year(s):</b> 2017-18, 2018-19, 2019-20, 2020-21<br><b>Date Goal Entered (Optional):</b><br>09/01/2016   | <b>Report directly on Goal</b>   | <b>Reporting Year:</b> 2017-18<br><b>% Completed:</b> 100<br>Ongoing (05/31/2018)<br><b>Related Documents:</b><br><a href="#">Inspired Teaching Conference Feedback 04-27-18.pdf</a><br><a href="#">Inspired Teaching Conference XVII- Student Success - What Textbooks Have....pdf</a> |
| <b>Effective Use, Safety, and Maintenance of Space -</b> Ensure that space is utilized effectively to support student learning and achievement as well as enable faculty to provide access to curriculum and services that promote student success. Ensure student health and safety by maintaining academic spaces in accordance with health and safety regulations and standards (Instruction Goals 1-12)<br><b>Status:</b> Active<br><b>Goal Year(s):</b> 2017-18, 2018-19, 2019-20, 2020-21<br><b>Date Goal Entered (Optional):</b> | <b>In Progress -</b> Secure a new or updated space for Learning Assistance and the Academic Success and Achievement Center (ASAC).<br><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b><br>New or remodeled building to replace or improve LTC 6. Current building lower level has no windows, little space for students to gather safely, and poor ventilation/circulation.<br><b>*Lead:</b> President<br><b>What would success look like and how would you measure it?:</b><br>Completion of a new or remodeled | <b>Reporting Year:</b> 2017-18<br><b>% Completed:</b> 0<br>Securing a new library for Library and Learning Resources in progress. (05/18/2018)  |

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| 09/01/2016 | <p>building with windows, gathering spaces for students, and an updated ventilation/circulation system.</p> <p><b>Type of Request:</b> FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>Total Funding Requested:</b> \$3,000,000</p> <p><b>In Progress -</b> Reconfigure vacated Testing Services area for use as a meeting and work space.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> Furniture, including a conference table, chairs, projector, and screen.</p> <p><b>*Lead:</b> Dianne Rowley/</p> <p><b>What would success look like and how would you measure it?:</b> With the addition of meeting space, Room 6-112 can be used to offer additional classes.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>One-Time Funding Requested (if applicable):</b> 15000</p> <p><b>Related Documents:</b><br/> <a href="#">conference chairs.pdf</a><br/> <a href="#">projector screen.pdf</a><br/> <a href="#">projector.pdf</a><br/> <a href="#">Conference table.pdf</a></p> | <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 0</p> <p>Reconfiguration of Vacated Testing Services area is in progress. (05/18/2018)</p>        |
|            | <p><b>In Progress -</b> Paint hallways and classrooms and repair walls.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b> Paint and labor</p> <p><b>*Lead:</b> Dianne Rowley/</p> <p><b>What would success look like and how would you measure it?:</b></p>   | <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 0</p> <p>Painting of hallways and classrooms and repair of walls in in progress. (05/18/2018)</p> |

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|            | <p>Learning environments and hallways are painted.</p> <p><b>Type of Request:</b> FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>One-Time Funding Requested (if applicable):</b> 10000</p> <p><b>In Progress -</b> Provide additional custodial support staff to maintain clean classrooms.</p> <p><b>Type of Request:</b> STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p><b>Planning Unit Priority:</b> Medium</p>  | <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 0</p> <p>Providing additional support staff to maintain clean classrooms is in progress. (05/18/2018)</p> |
|            | <p><b>In Progress -</b> Remove first 3 sections of upper shelving in 6-132 and replace with a whiteboard.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b></p> <p>New 72"x48" whiteboard \$450.00</p> <p>Removal of above counter shelving</p> <p><b>*Lead:</b> Dianne Rowley/</p> <p><b>What would success look like and how would you measure it?:</b> More whiteboard space will allow students to work cooperatively on small group problem solving.</p> <p><b>Type of Request:</b> FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>One-Time Funding Requested (if applicable):</b> 750</p> <p><b>Related Documents:</b></p> <p><a href="#">Dry Erase Board.pdf</a></p> | <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 0</p> <p>The removal of shelving and installation of a whiteboard is in progress. (05/18/2018)</p>        |

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|            | <p><b>Request - No Funding Requested -</b><br/>Secure additional IT support to Improve the Learning Assistance Center website so students, faculty, staff, and the public can effectively access information and resources.</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b><br/>Currently, Learning Assistance website is embedded in the ASAC website and it is hard to locate or search for information without a direct link.</p> <p><b>*Lead:</b> Dianne Rowley</p> <p><b>What would success look like and how would you measure it?:</b> Ideally, locating resources on the Learning Assistance website would be intuitive. Students, instructors, staff, and counselors would be able to find information about courses, college reading guided self placement tool, Achievement Workshops, etc.</p> <p><b>Type of Request:</b> IT SUPPORT:<br/>Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p><b>Planning Unit Priority:</b> Medium</p> <p><b>Total Funding Requested:</b> 0</p> | <p><b>Reporting Year:</b> 2017-18</p> <p><b>% Completed:</b> 100</p> <p>The Learning Assistance website has been updated to provide current information to students, faculty, staff and the public. The website is a user friendly site that can be easily accessed. Student testimonial videos have been added to the Learning Assistance webpage. (05/18/2018)</p> <p><b>Related Documents:</b><br/><a href="#">Student Testimonials</a></p> |
|            | <p><b>Request - Full Funding Requested -</b><br/>Classroom and office HEPA filter air purifiers</p> <p><b>*Describe Plans &amp; Activities Supported (Justification of Need):</b><br/>Since air circulation and ventilation in lower level of LTC 6 is poor, classroom and office HEPA filter air purifiers will improve air quality.</p>   |  |

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**\*Lead:** Meghan Chen  
**What would success look like and how would you measure it?:** 100% of Learning Assistance classrooms and faculty offices would have HEPA filter air purifiers:  
 4 classroom air purifiers (6-112, 6-130, 6-131, 6-132) and 4 office air purifiers for dept. chair (1), full time faculty (1), LALI office (1), and adjunct office (1). Air filter replacements will be an ongoing expense.  
**Type of Request:** NON INSTRUCTIONAL EQUIPMENT:  
 Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.  
**Planning Unit Priority:** Urgent  
**One-Time Funding Requested (if applicable):** 5000  
**On-Going Funding Requested (if applicable):** 1500  
**Total Funding Requested:** 6500  
**Related Documents:**  
[HEPA Air Purifier.pdf](#)